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TOWARD A MORE ADEQUATE HIGH SCHOOL STUDENT TYPOLOGY.

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THE FAMILIAR "TYPING" OF STUDENTS AS COLLEGE PREPARATORY OR NONCOLLEGE PREPARATORY IS NO LONGER ADEQUATE IN EDUCATIONAL MANAGEMENT. AS THE RANGE OF POST-HIGH SCHOOL EDUCATIONAL OPPORTUNITY BECOMES HIGHLY DIFFERENTIATED AND FORMAL EDUCATION STANDS BETWEEN MAN AND HIS JOB, THE CHOICE OF AN EDUCATIONAL PATTERN IS A VOCATIONAL CHOICE, AND A COMMITMENT TO THE LENGTH OF TIME NECESSARY TO COMPLETE THE PATTERN BECOMES A VOCATIONAL COMMITMENT. BECAUSE THE PRESENT DICHOTOMOUS TYPING DOES NOT ADEQUATELY REFLECT BOTH THE PATTERN AND THE COMMITMENT, A STUDENT TYPOLOGY IS PROPOSED WHICH IS BASED ON THE RECOGNITION OF FOUR POST-HIGH SCHOOL PREPARATORY PATTERNS--(1) UNIVERSITY AND 4-YEAR COLLEGE (INCLUDING 2-YEAR COLLEGE TRANSFER PROGRAMS), (2) JUNIOR COLLEGE AND EQUIVALENT TECHNICAL SCHOOL, (3) VOCATIONAL SCHOOL AND EQUIVALENT JOB SCHOOLS, AND (4) MODIFIED HIGH SCHOOL TO INCLUDE SPECIALIZED TRAINING IN VOCATIONAL AREAS. THE JOB FAMILIES TOWARD WHICH THESE PATTERNS MAY LEAD MAY BE DESCRIBED AS PROFESSIONAL, TECHNICAL, VOCATIONAL, AND MANUAL. THE STUDENT, WITH GUIDANCE, MAKES HIS CHOICE IN GRADE 9, BUT THERE ARE AVENUES FOR CHANGE OF PATTERN AND COMMITMENT THROUGHOUT THE PROGRAM AS THE STUDENT'S CHOICE IS HELD PARAMOUNT. PUPILS CAN BE ENCOURAGED TO SHIFT FROM ONE PATTERN TO ANOTHER AS MASTERY OF PHASED ELEMENTS OF THE PROGRAM MAKE SUCH MOVEMENT POSSIBLE. THUS, THEY MAY COMPLETE A VOCATIONAL PATTERN, ENTER A TECHNICAL CURRICULUM IN JUNIOR COLLEGE, AND TAKE A TRANSFER PROGRAM AND MATRICULATE IN A 4-YEAR COLLEGE. THIS DOCUMENT WAS PUBLISHED IN THE "JOURNAL OF HIGHER EDUCATION, VOLUME 40, NUMBER 6, OCTOBER 1965. (MM)

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Toward a More Adequate High School Student Typology,

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The familiar "typing" of students as college preparatory or non-college preparatory students no longer is entirely adequate in educational management. College, after all, can "mean" university, junior college, technical school — even vocational school. Nor is this merely an example of semantic confusion. The range of post-high school educational opportunity has become highly differentiated; the high school preparatory pattern has largely remained simply dichotomous.

Further stimulus for change in student typology derives from significant developments in the relationship between man, education and work. Today, formal education — length of time spent in school — stands between man and his job. Differentiated educational patterns are requisite for entrance into appropriate job families. The choice of an educational pattern is a vocational choice; the commitment to the length of time necessary to complete an educational pattern is a vocational commitment. A more adequate student classification system must reflect both the pattern and the commitment.

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A STUDENT typology is proposed here which is based on the recognition of four post-high school preparatory patterns: (1) university and four year college (including two-year college transfer programs), (2) junior college and equivalent technical school, (3) vocational school and equivalent job schools and (4) modified high school.

Each of these four post-high school patterns has associated with it a specified length of time to be spent in formal

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education. By the ninth grade, the pupil chooses not only a pattern of courses but is asked for a commitment to the formal education process. The commitments which are required in the different patterns are as follows:

1. University and four year college
Four years of high school plus at least four years of college
 2. Junior college or equivalent
Four years of high school plus two or more years of college
 3. Vocational school or equivalent
Four years of high school plus one or more years of specialized training
 4. Modified high school
Four years of a modified high school program to include specialized training in vocational areas
- Like Caesar's Gaul, the world of work

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is divided roughly into three formal educational realms: vocations requiring four or more years beyond high school, vocations requiring two or more years beyond high school, and vocations requiring a high school education. There are jobs with fewer required years of formal education, but these are swiftly declining in number.

The broad job families toward which the differentiated high school patterns lead may be loosely described by the terms: professional, technical, vocational and manual. In place of the simple dichotomy of college preparatory or non-college preparatory, then, what is suggested is a four-fold typology to include professional students, those committed to at least four years of post-high school education; technical students, those committed to at least two years of post-high school education; vocational students, those committed to some specialized training beyond high school; and manual students, those who will require specialized training during their four year high school program.

THE trend toward the phasing of curriculum in many high schools into more than two phases is an unconscious recognition of the invalidity of the single college/non-college dichotomy. Many schools have phased English, mathematics and science into three, four and even five levels (usually termed "courses"). For example, honors English, college preparatory English, general English, basic English and English for the academically limited have been developed in many

schools. The entire curriculum needs phasing appropriate to the learners' aptitudes and expectations. The end product should be an overall set of phased sequences of subjects over the entire four year high school program reflecting both the characteristics of the students who can profit most from the particular curricular patterns and the desired post-high school formal educational opportunities.

A discussion of the characteristics of youth who can be successfully classified by the four-fold system proposed here may be useful at this point. Students differ in many ways which have little relevance for their education. The differences which are relevant can be observed objectively and/or subjectively in a variety of ways.

The ordering of the observations and the labels assigned to them may serve both the process of observation and the communication of what is observed. At present, student typologies are generated by intelligence scales, achievement scales, physical agility scales, interest scales, creativity scales and the like. The study of the educationally relevant differences among students over many decades has led to grouping, various forms of individualizing instruction, the use of multiple textbook adoptions, the employment of specialized teaching and counseling personnel and many other practices. The enactment of special legislation and the allocation of special funds for mentally gifted, mentally retarded, physically handicapped, culturally disadvantaged and educationally handicapped are further examples of current student typologies generated by the ordering of educationally relevant differences among youth.

Figure I:

**COLLEGE/SECONDARY SCHOOL ARTICULATION THROUGH
AN OPEN-ENDED TOTAL EDUCATIONAL SYSTEM**

Grade Level	Universities, 4-Year Colleges, 2-Year College Transfer Program (Professional)	Two-Year Colleges (Technical)	2-Year Colleges 1-Year Colleges (Vocational, Level I)	Work Experiences Camp Experiences Special Facilities (Vocational, Level II)	
16					
15					
14	A B C D	4-yr. curricula E F G etc.	4-yr. curricula H I etc.	Adult Education	
	Guidance Mission V				
13					
	Guidance Mission IV				
12	Pre-Professional & Gen. Ed.	Pre-Technical & Gen. Ed.	Pre-Vocational Level I & Gen. Ed.	Pre-Vocational Level II & Gen. Ed.	
11					
Guidance Mission III					
10	Guidance Mission II				
9	General Education				
8					
7					
6	Guidance Mission I				
	Phased Curriculum				

Articulation Sequences:

A — Student at college part of day

B — College instructor on high school campus part of day

C — High school teacher recognized by college faculty senate to offer college credit to selected pupils

D — Advanced placement program

E — Electronics

F — Aircraft power plants

G — Dental technician

H — Police science

I — Cosmetology

Guidance Missions

I Pupil lays out tentative four-year high school program.

II Pupil reviews four-year plan at midpoint, makes appropriate corrections and plans tentative four-year plan.

III Pupil evaluates high school achievement and makes firm post-high school plans.

IV "College" counsels pupil who makes appropriate formal educational plans.

V Pupil reviews "college" progress and makes appropriate plans for work or continued formal education.

The proposed student typology builds upon the scales currently in use by relating educationally relevant characteristics to the student's commitment to formal education and the resultant occupational level served. Thus, students who can abstract and generalize easily and who choose a commitment to four or more years of formal education beyond high school would be professional students, ready at the termination of their commitment to enter those occupations for which this pattern is requisite. A similar analysis might be given for the technical, vocational and manual student.

The value of a scheme of student classification such as is presented here is more than merely academic. The adoption of a four-fold system to replace the present simple dichotomy has implications for curriculum building, the selection of guidance personnel and administrative practices, to name but a few.

Whether or not student typing should be practiced is clearly a meaningless question. Typing exists and is a natural consequence of interpersonal relationship, measurement and observation. The question, "What student typology ought to be used?" is more germane. For the reasons described above, a four-fold system focusing on student commitment to formal education would be a major improvement over present practice.

Student typing need not obscure the essential similarity of all students as human beings. The principle of complementarity invoked by physicists to utilize

mutually antagonistic models to explain the same phenomenon comes immediately to mind. School personnel must invoke a similar principle of "educational complementarity" to handle relevant difference and similarity in full recognition of the antagonisms created by each model when viewed separately.

Furthermore, through the deliberate creation of open-ended curricular patterns, pupils can be encouraged to shift from one pattern to another as mastery of particular phased elements of the program make such movement possible. Thus pupils may complete a vocational pattern, enter a technical curriculum at the junior college, take a transfer program and ultimately matriculate in a four-year college. Seen from this perspective, all high school programs are potentially college preparatory; the essential variables are time and mastery of appropriate content. Figure I, "College/Secondary School Articulation Through an Open-Ended Total Educational System," illustrates this concept.

As long as there are many choices, the student's choice is held paramount, there is provision for the wise execution of choice, and there are avenues for appropriate change, this kind of student typing can serve pupils, parents and educators in building high school programs better fitted to today's and tomorrow's world.